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French Immersion at the Secondary/Postsecondary Interface

Final Report on Phase I

Prepared for

The Ontario Ministry of Colleges and Universities

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Interim Report to the Ministry of Colleges and Universities

Title: French Immersion at the Secondary/Postsecondary Interface

Investigators: Doug Hart and Sharon Lapkin, Modern Language Centre, OISE

Date: January 1989

Progress to date: As this is a two-year project, now in its second year, there has been considerable data collection and analysis, documented in the attached report. Table 1 shows the number of students involved in the three participating boards. Year 2 testing is currently underway in the same boards and is proceeding as planned. The project objectives have not been altered, and all planned work is on schedule.

Budget: Please see attached

Evaluation: The focus of the project is on evaluating French language skills and attitudes as well as describing student plans for postsecondary study and work. Full details are provided in the attached report.

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French Immersion Students at the Secondary/Postsecondary Interface

Report on Phase 1 of the Research

Introduction

In March, 1987 the Ontario Ministry of Colleges and Universities granted funds to the Modern Language Centre, Ontario Institute for Studies in Education:

> to conduct case studies ... to obtain detailed descriptive information about the post-secondary educational and career choices of (French) immersion graduates, their proficiency in French and their perceived second language needs.

The original proposal envisioned single-year case studies in two urban boards followed by a pilot project to develop, offer and evaluate a non-credit course meeting the second language needs of immersion graduates in bilingual postsecondary education. Subsequently it was agreed to defer the pilot course project and to expand the case studies, ultimately to encompass two school years in each of three boards -- Nipissing, Sudbury and Toronto.

The following is the report of phase 1 of our research covering students in immersion and extended French OAC courses in the 1987/88 school year. The report is organized in six sections. The first provides an overview of the methodology of the study. (Tests and the questionnaire used in the research are included as appendices to the report. However, since the tests are to remain confidential, they **should not** be attached to circulating copies of the report.) The second section presents results of our analysis of the French proficiency of students by program background, OAC course type and region. Additionally, the performance of Ontario immersion students on selected tests is compared to that of Quebec francophone CEGEP and first-year university students. The third section of the report deals with students' self-assessments of their own proficiency in French, in relation both to native-speakers their own age, and in relation to the linguistic demands of selected real life activities. The relationship of

students' self-assessments to their test scores is also examined. The fourth section profiles students' current use of French outside the classroom and examines the relationship of such use to test scores. The fifth section deals with students' future plans, focussed on the relevance of French to postsecondary education and career, and students' views of the linguistic demands of educational and work settings. The final section summarizes students descriptions of their communicative competence in French. This includes students own diagnoses of their problems in using French.

Methodology

Test and Questionnaire Development

As detailed in the August, 1988 interim report, the tests used in this study represent a collaborative effort between staff at the Modern Language Centre and the University of Ottawa's Centre for Second Language Learning. The listening comprehension, reading comprehension and cloze (missing word) tests originated with the Ottawa centre. In an early phase of the current project, these tests were modified collaboratively, and subsequently re-pilot tested. The sentence repetition task and associated measures and the student questionnaire were developed by MLC staff, and pilot tested at the same time as the revised Ottawa Centre tests.

Copies of all tests and the questionnaire are included as appendices to the report, together with explanations of scoring and coding procedures sample (NOT ATTACHED - IN PREPARATION).

The study includes French immersion and extended French OAC students in three public school boards: Sudbury, Nipissing and Toronto, including both fall and spring semester students. Testing in Sudbury involved five classes in three schools; in Nipissing,

four classes in one school; and in Toronto, ten classes in three schools. In total 265 students (162 French immersion, 103 extended French) took part in the study.

All available students received the listening, reading and cloze tests and the student questionnaire. (Base figures vary somewhat, however, among items due to absentees and, in the case of the survey, non-respondents.) The test of oral proficiency - the sentence repetition task - was administered on an individual withdrawal basis to 8-10 students from each class, chosen by simple random selection.

French Proficiency

Students participating in the study were administered French tests covering listening comprehension, speaking ability, reading comprehension and writing ability. In this section we present test results by the program background of students, type of OAC course, and region and board. In addition, the performance of Ontario immersion students on selected tests is compared with that of Quebec francophone CEGEP and first year university students.

Table 1 presents the distributions of students by program background by type of OAC course within boards for our sample. Two features of these distributions should be remembered in interpreting the comparisons presented below. First, there is, as expected, a close relationship between type of OAC course and the program background of students. Overall, 87 percent of students in immersion OACs have early immersion backgrounds; 73 percent of those in extended OACs are from late immersion programs. Second, the overwhelming majority of students in extended OAC courses and of students with late immersion program backgrounds in our sample are drawn from the Toronto Board.

Comparisons by Regional Groupings and Board Differences

Tables 2 and 3 present mean test scores by regional grouping and board respectively for students in immersion OAC courses. At both levels of comparison, statistically significant differences appear for the listening test total score and the cloze test score, with Toronto Board students outperforming those in the two northern boards. Marginally significant differences on the oral opinion measure and reading comprehension appear in the regional comparisons, again with the higher mean scores contributed by Toronto students. Overall, however, these are isolated differences set against a background of largely consistent performances by immersion OAC students across region and board. Finally, it should be noted that the mean performance of students in the single northern extended OAC class differs significantly ($p \leq .05$) from that of Toronto extended OAC students on only one measure -- the cloze test. Again, Toronto students obtain the higher mean score.

Table 4 presents regional comparisons of mean test scores for early immersion students. (Note, the table includes students in extended OACs who have early immersion backgrounds.) The pattern of results is similar to the above. Statistically significant differences (at the .05 level) appear for three measures: the listening comprehension total score, the oral opinion measure and the cloze test. In addition, there is a less certain ($P \leq .10$) difference regarding reading comprehension. Board level comparisons (see Table 5) confirm the pattern of regional difference for the listening comprehension total score. However, the existence of real differences in mean cloze test scores is rendered less certain. The only other notable difference is on the global semantic equivalence score where an exceptionally high mean score is achieved by Nipissing students based, however, on a quite small sample. Again, however, the overall pattern is one of consistency in performance across regions and boards. It should be noted that the

mean performance of the small number ($N < 20$) of northern late immersion students does not differ significantly on any test measure from that of Toronto students with a similar program background.

Comparisons by Type of OAC Course and Program Background

Table 6 summarizes test results by type of OAC course. Where statistically significant differences appear these invariably favour immersion OAC students. Apart from the cloze test score, significant differences are restricted to measures based on the sentence repetition task, primarily involving speaking ability but including one measure of listening comprehension. Immersion OAC students on average outperform those in extended OAC courses on the total count of scored features measure and the major component scores (syntactic features and discursive features). Immersion OAC students also do better on the global semantic equivalence measure, basically interpreted here as a measure of listening comprehension. It is notable, however, that no signficant difference by course type appears for the listening test total score. In that test, students indicate comprehension by completing a written multiple choice answer sheet. In contrast, the global semantic equivalence measure involves scoring oral production in the sentence repetition task. Given the overall pattern of results, it is likely that differences on this measure reflect the mode of the test, that is, are at least partially a result of differences in speaking ability.

Significant differences by program background of students are wholly restricted to the sentence repetition task and here mirror differences by course type (see Table 7). This is not surprising given the alignments noted earlier between course type and the program background of students. This result is consistent with prior research (see Lapkin and Swain, 1984; Morrison et al., 1986; and Pawley, 1986) indicating that program-

related differences in reading and writing largely disappear at the senior secondary level, but that early immersion students retain an edge in speaking ability and listening comprehension.

Figure 1 offers a different perspective on differences in performance by type of OAC course. The figure shows the range of class mean scores by course type for selected measures. For the cloze test there is a substantial overlap in ranges; the highest extended OAC class mean score lies above the median for immersion OAC classes. There is less overlap in the case of the total count of scored features for the sentence repetition (speaking) task. The highest extended OAC class mean score is below the immersion OAC median, and the median for extended OAC classes is little higher than the lowest mean score obtained by an immersion OAC class. Finally, on the global semantic equivalence measure there is no overlap in class ranges. The highest mean score for an extended OAC class lies just below the lowest obtained by an immersion OAC class.

Comparisons with Quebec Francophones

Comparative data for Quebec francophone CEGEP and first year university students is available on three of the test measures used in our Ontario study -- the listening, reading and cloze test scores. On all three measures Ontario immersion students -- whether from early or late immersion backgrounds perform, on average, significantly less well than first year university Quebec students (see Table 8). On cloze test Quebec CEGEP students outperform Ontario students regardless of program background, on the listening test CEGEP students do better than early (but not late) immersion Ontario students.

Summary

Regional and board level comparisons reveal only isolated differences in the performance of students, controlling for program background or type of OAC course. Early immersion students and students in immersion OAC courses (mainly with early immersion backgrounds) retain an edge in speaking ability, and less consistently, listening comprehension, over late immersion students and those in extended OAC classes respectively. This pattern is consistent with past research findings.

Ontario immersion students do less well on the listening, reading and cloze tests than first-year university Quebec francophones; however on the reading test there are no statistically significant differences between the performance of early or late immersion students and Quebec CEGEP students.

Student Self-Assessments of French Language Proficiency

The student questionnaire asked respondents to assess their own proficiency in French on two bases: first, relative to francophones their own age, and second, relative to the linguistic demands of selected real life activities. Results are summarized below, with comparisons by the program background of students and type of OAC course.

Self-Assessed Proficiency Relative to Same Aged Francophones

Student self-assessments of their own French proficiency compared to same aged francophones are summarized in tables 9 and 10. It should be noted (see tables) that the self-assessment scale runs from 1 'about the same' to 3' much worse', hence the **lower** the rating, the greater the similarity claimed to native-speaker proficiency.

For each of the pairs -- listening/speaking, reading/writing average ratings indicate students judge their receptive skills (listening, reading) closer to native speakers than is the case for their productive skills (speaking, writing). This pattern holds overall, and by program background of students and type of OAC course. Overall average ratings fall between 1 'about the same' and 2 'somewhat worse' for receptive skills but slightly above somewhat worse for productive skills. The latter rating (2) is, however, the median in all skill areas.

Students with early immersion backgrounds offer, on average, more positive ratings of their proficiency than those from late immersion programs across skill areas. The same pattern, with somewhat sharper contrasts, appears in comparing immersion OAC and extended OAC students (see table 10). A majority of immersion OAC students rate their receptive skills as native-like.

Self-Assessed Ability to Conduct Real Life Activities in French

Tables 11 to 13 summarize students' self-assessments of the ease with which they could accomplish selected real life activities in French compared to English. The activities cited cover listening, speaking, reading and writing. The self-assessment scale (see table) runs from 1 'just as easily' to 4 'probably couldn't do it', hence the **lower** the score, the greater the ease in using French that is claimed. (Note, category 4 was rarely used by respondents, thus the effective end-point of the scale is 3 'with much difficulty'.)

Student self-assessments do not reveal a clear pattern with regard to skill areas such as was found for ratings of closeness to native-like proficiency. While near majorities, overall, claim to be able to watch a T.V. program or read a newspaper article

on a serious topic as easily in French as in English, similar levels of confidence occur for selected speaking and writing activities. The most prominent differences in self-assessments, in fact, appear among activities involving speaking and writing. In general, students evidence, on average, less confidence in coping with activities removed from academic settings -- telephoning a travel agent, having a job interview, writing a letter of complaint -- than activities which are, at most, extensions of their school experience. The strongest indication of this pattern is the sharp contrast in ratings regarding two speaking activities -- participating in a history class discussion and having a job interview. Overall, almost 60 percent of students say they could participate in a class discussion as easily in French as in English. Less than a quarter are similarly confident about their ability to have a job interview in French. This pattern persists across program background of students and type of OAC course. The class discussion item consistently attracts the most positive ratings, the job interview item, the least positive.

On virtually all activity items early immersion students on average, offer significantly more positive self-assessments than those with late immersion backgrounds, and students in immersion OAC courses evidence greater confidence than those in extended OACs.

Self-Assessments and Test Scores

Overall there is little relationship between students' self-assessments of their proficiency and test scores. The main exception is the multiple associations between the cloze test and self-assessment measures, in particular writing ability compared to francophone peers (.28 Kendall tau - C), ease of writing a five-page essay (.23), of taking notes in a lecture or meeting (.18) and of completing a university application form (.14). The speaking test total score is correlated with ability to have a job interview in French

(.19), the global semantic equivalence score with self-assessed listening ability compared to francophones (.17) and the listening test total score with ease of taking lecture notes (.12). All of the above correlations are statistically significant at the .05 level, usually better. However, the degree of association is modest.

Use of French Outside the Classroom

Patterns of Use

The student questionnaire included a set of items on respondents' use of French outside the classroom. The results are summarized in Table 14. Two patterns are evident. First students responding to these items are much more likely to use listening/speaking skills than reading/writing skills. For most activities involving listening and speaking, at least 40 percent of students report participation within the past month. The proportion is 71 percent for watching French T.V., 40-50 percent for most other activities. In contrast, only 32 percent of students report writing a friendly letter within the past month; 28 percent state they have read a newspaper and 27 percent a French book over the same period.

The second pattern concerns students relative lack of experience with contexts requiring use of formal language. Only 17 percent of respondents reported having been in a situation requiring them to speak formally (e.g. a job interview) within the past month. Over a third had never done so. Similarly, only six percent stated that they had written a formal letter (e.g. a letter of application) within the past month; fully three-quarters of respondents had never written this kind of letter.

Finally, it is noteworthy that the above formal activities are not the only ones for which a substantial proportion of students report no experience. Over a quarter of

respondents indicate that they have never used French in talking to friends between classes or at lunch. A similar proportion report that they have never read a French newspaper apart from school work and over a third of students indicate the same regarding French books.

There are statistically significant differences (at the .05 level) by board for a small number of activities, but these (and other less certain differences) do not yield a consistent pattern in the use of French outside the classroom (see Table 15). Thus Nipissing students are less likely to have read a French newspaper, but more likely to have written a friendly letter within the past month. Overall use of French outside the classroom bears little relationship to the program background of students or to type of OAC course. However, early immersion students and those in immersion OAC courses are more likely to have been in a situation where they needed to speak formally.

Overall, about 80 percent of students responding to the questionnaire indicated that they had spent a week or more, within the past year, in a place where they had to use French in everyday activities. The proportion was somewhat lower (66 percent) for Nipissing students, but unrelated to program background or course type.

About 40 percent of students reported that they had at some point held a job which required the use of French at least once a week. As similar proportion reported that they used French at least 'sometimes' in their most recent part-time or summer job; however, only a small minority reported use of French at least half the time.

Continuation to Bilingual Postsecondary Education and Work Settings

The student questionnaire included a set of items on the role of French in students'

plans for postsecondary education. An overwhelming proportion (88 percent) of students responding to the survey planned to attend university after high school graduation; a further four percent intended to enter community college. Students intending to pursue postsecondary studies were asked what proportion of their courses they ideally wanted to take and what proportion they expected to take in French. Where students expected to take fewer courses in French than they ideally wanted, they were asked about the reasons for the discrepancy. In addition, the questionnaire asked about subjects students wanted to take in French, and subjects they were interested in but would avoid taking in French. Finally, the questionnaire included an item on the mix of francophones and immersion graduates they would prefer in courses they took in French -- an indirect measure of demand for 'sheltered' courses (see Wesche, 1985). Finally, we asked students about their expectations regarding the linguistic demands of bilingual educational settings.

A second set of questionnaire items dealt with students' career plans. Students were asked about the employment value of bilingualism in general, the relevance of French to their own career plans, and about their expectations of the linguistic demands of bilingual work settings.

Postsecondary Bilingual Education: Plans and Preferences

As noted above, almost all students responding to the questionnaire intended to pursue postsecondary education. Tables 16a and 16b present findings regarding the ideal and expected proportion of courses to be taken in French. Overall, a near majority (47 percent) want to take about a quarter of their courses in French. About a quarter do not want to take any French courses, while 22 percent would prefer that at least half their

courses be in French. Thus, an overwhelming majority intend to continue bilingual education at some level.

Students with late immersion backgrounds are somewhat more likely not to want any courses in French compared to early immersion students. However, there is a more marked difference by type of OAC course than by program background. About a third of students in extended OAC courses do not want to take any courses in French compared to about one in five immersion OAC students.

Overall, approximately two-fifths of students **expect** not to take any courses in French; a similar proportion anticipate taking a quarter of their programs in French and about 20 percent, half their programs or more. Thirty percent of students expect to take fewer courses in French than they ideally want. For about half of this group, the difference between the ideal and the expected is that between taking some courses in French (typically, a quarter of programs) and **none.**

As shown in tables 16a and 16b, there is a close match between preferred and expected courses in French for late immersion students and students in extended OAC courses compared to a decline, for early immersion students and students in immersion OACs from preferred to expected proportion of French courses. Early immersion students and students in immersion OACs are **more likely** than others to want courses in French, but **less likely** to expect to take such courses.

Table 17 summarizes the reasons students offer for expecting to take fewer courses in French than they would prefer. Fifty percent of students in this category report (counting first and second reasons) that courses they want are unavailable, a

further 15 percent are unsure (but pessimistic) in this regard. About 30 percent cite trade-offs against either higher marks (or an easier learning experience) or other English language courses they want to take.

Table 18 indicates what courses students want to take in French and courses they are interested in but would avoid taking in French. Just over half of students select (as first or second choices) French studies courses (mainly language courses, but including French literature and society). Humanities are cited by about 30 percent; social science by about one student in five. Twenty-two percent did not specify any course or subject area. Math and science are the overwhelming choice (63 percent) as subjects to be avoided in French. Other subject areas are selected by only small minorities.

Students are about equally divided in preferring either courses in French with about equal numbers of francophones and immersion graduates, or courses where most students are immersion graduates (see Tables 19A and 19B). Small minorities select courses made up mainly of francophones. One in five respondents could not or would not state a preference. Early immersion students, and students in immersion OACs appear somewhat more likely than late immersion and students in extended OACs, respectively, to prefer courses dominated by immersion graduates. (Extended OAC students are, however, less likely than those in immersion OACs to state a definite opinion.)

Orientations to Working in French

An overwhelming proportion (92 percent) of students agree with the statement that 'knowing French will give you an edge in any career you pursue'. Ninety percent disagree with the statement that knowing French would only be helpful in getting government jobs. Students in immersion and extended OAC classes thus perceive that their

bilingualism will be of general relevance in securing employment and career advancement. Table 20 indicates the extent to which they expect the use of French to enter into job choices they may face.

Two in five students, overall, state they would 'definitely' or 'most likely' seek a job where they would use French. For a further 46 percent this is seen as a possibility. Smaller proportions would accept a job working totally in French or consider this as a possibility. About a third state they would be at best, unlikely to take such a position. A majority, however, would accept an 'interesting job' in a locale where French was needed for everyday activities outside of work.

Toronto students more frequently than others state that they intend 'definitely' or 'most likely' to get a job where they will use their French (65 versus 31-36 percent for northern Boards). Those in immersion OACs are more likely than those in the extended courses both to state that they intend to seek a job using French (47 versus 33 percent) and that they would accept a unilingual French position (42 versus 24 percent). Differences by program background are not statistically significant.

Perceptions of the Demands of Bilingual Education and Employment

The student survey included a number of items asking about students' perceptions of the demands they would face in bilingual educational and work settings. Results are summarized in Table 21.

A majority of students think that university courses in French will be harder than grade 12 courses, a quarter believe they will be much harder. (Note, the question does not specifically reference linguistic demands.) There is less consensus regarding

community college courses. A plurality think college courses in French will be harder than grade 12; however, slightly more than a third of students see little difference in the level of difficulty.

Subsequent items dealt specifically with linguistic demands. By a large majority (76 percent) students reject the proposition that university and college teachers will tolerate spelling and grammatical errors in course papers. There does not appear to be a widespread perception that immersion students will receive special treatment as second language learners. Opinion regarding the expectations of employers is more mixed. A plurality reject the statement that employers will 'just be glad you use French' and will not be concerned that proficiency is not native-like; however, over a third accept the statement. Nevertheless, over two-thirds anticipate that where a position involves dealing with francophones, employers will expect almost native-like proficiency. It seems likely that the difference in responses to these two items on employer expectations reflects images of different types of positions - in particular, those jobs where French is an 'asset' versus those defined as bilingual positions involving extensive, regular use of French.

There are no significant differences by program background or type of OAC course regarding views on the linguistic demands of bilingual postsecondary education. However, late immersion students and students in extended OAC are somewhat less likely to offer a definite opinion about employer expectations, suggesting greater uncertainty about the demands of bilingual workplaces.

Table 1: Program Background of OAC Students by Course Type by Board

	Sudbury	Nipissing		Combined		Toronto		All	
	Immersion OAC %	Immersion OAC %	Extended OAC %	Immersion OAC %	Extended OAC %	Immersion OAC %	Extended OAC %	Immersion OAC %	Extended OAC %
Early immersion	100.0	82.9	38.9	94.2	38.9	75.4	10.0	87.2	14.8
Late immersion	0.0	17.1	55.6	5.8	55.6	8.2	76.7	6.7	73.1
Other	0.0	0.0	5.6	0.0	5.6	16.4	13.3	6.1	12.0
N	68	35	18	103	18	61	90	164	108

Table 2: Test Scores by Region (Immersion OAC Students Only)

	Northern/Midnorthern Ontario[1]			Metropolitan Toronto[2]			Significance Level (two-tailed t-test)
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension							
listening test total score [max.=14]	9.41	2.35	95	10.87	1.92	53	.000
global semantic equivalence score (sentence repetition) [Max.=14]	12.62	1.73	39	12.19	1.83	21	NS
Speaking (sentence repetition)							
global exact score [max.=14]	4.23	2.67	39	4.14	2.58	21	NS
total count of scored features [max.=24]	17.31	2.83	39	16.19	4.86	21	NS
count of syntactic features [max.=13]	9.59	1.50	39	9.38	1.72	21	NS
count of liaisons [max.=3]	2.00	0.86	39	2.19	0.81	21	NS
count of syncopes [max.=3]	2.38	0.82	39	2.05	0.97	21	NS
count of discursive features [max.=5]	3.36	0.93	39	3.24	0.70	21	NS
oral opinion measure [max.=4]	2.69	0.57	39	3.00	0.55	21	.048
Reading comprehension							
reading test total score [max.=19]	11.30	3.14	90	12.31	2.53	49	.056
Writing							
cloze [max.=34]	21.34	4.45	95	23.61	4.28	56	.003
written opinion measure [max.=4]	3.25	0.79	88	3.27	0.92	56	NS

1. Two boards, 4 schools, 8 classes
2. One board, 2 schools, 4 classes

Table 3: Test Scores by Board (Immersion OAC Students Only)

	Sudbury			Nipissing			Toronto			Significance Level of F-ratio
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension										
listening test total score [max.=14]	9.42	2.20	60	9.40	2.61	35	10.87	1.92	53	.001
global semantic equivalence score (sentence repetition) [Max.=14]	12.26	1.89	27	13.42	0.90	12	12.19	1.83	21	NS
Speaking (sentence repetition)										
global exact score [max.=14]	4.56	2.83	27	3.50	2.20	12	4.14	2.57	21	NS
total count of scored features [max.=24]	17.56	3.02	27	16.75	2.38	12	16.19	4.86	21	NS
count of syntactic features [max.=13]	9.67	1.57	27	9.42	1.38	12	9.38	1.72	21	NS
count of liaisons [max.=3]	1.96	0.90	27	2.08	0.79	12	2.19	0.81	21	NS
count of syncopes [max.=3]	2.41	0.84	27	2.33	0.78	12	2.05	0.97	21	NS
count of discursive features [max.=5]	3.52	0.89	27	3.00	0.95	12	3.24	0.70	21	NS
oral opinion measure [max.=4]	2.67	0.55	27	2.75	0.62	12	3.00	0.55	21	NS
Reading comprehension										
reading test total score [max.=19]	11.18	2.89	56	11.50	3.55	34	12.31	2.53	49	NS
Writing										
cloze [max.=34]	21.20	4.52	61	21.59	4.36	34	23.61	4.27	56	.010
written opinion measure [max.=4]	3.13	0.78	54	3.44	0.79	34	3.27	0.92	56	NS

Table 4: Test Scores by Region (Early Immersion Students Only)

	Northern/Midnorthern Ontario			Metropolitan Toronto			Significance Level (two-tailed t-test)
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension							
listening test total score [max.=14]	9.41	2.29	96	10.78	1.77	45	.001
global semantic equivalence score (sentence repetition) [Max.=14]	12.66	1.74	38	12.04	1.72	23	NS
Speaking (sentence repetition)							
global exact score [max.=14]	4.26	2.69	38	4.04	2.57	23	NS
total count of scored features [max.=24]	17.29	2.82	38	16.35	4.74	23	NS
count of syntactic features [max.=13]	9.58	1.50	38	9.48	1.76	23	NS
count of liaisons [max.=3]	1.97	0.89	38	2.22	0.85	23	NS
count of syncopes [max.=3]	2.37	0.82	38	2.13	0.97	23	NS
count of discursive features [max.=5]	3.39	0.86	38	3.13	0.52	23	NS
oral opinion measure [max.=4]	2.68	0.57	38	3.00	0.52	23	.036
Reading comprehension							
reading test total score [max.=19]	11.22	3.13	92	12.16	2.41	44	.081
Writing							
cloze [max.=34]	21.12	4.49	97	22.94	4.44	48	.023
written opinion measure [max.=4]	3.24	0.78	90	3.21	0.94	48	NS

Table 5: Test Scores by Board (Early Immersion Students Only)

	Sudbury			Nipissing			Toronto			Significance Level of F-ratio
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension										
listening test total score [max.=14]	9.42	2.20	60	9.39	2.48	36	10.78	1.77	45	.003
global semantic equivalence score (sentence repetition) [Max.=14]	12.26	1.89	27	13.64	0.67	11	12.04	1.72	23	.003
Speaking (sentence repetition)										
global exact score [max.=14]	4.56	2.83	27	3.55	2.25	11	4.04	2.57	23	NS
total count of scored features [max.=24]	17.56	3.02	27	16.64	2.25	11	16.35	4.73	23	NS
count of syntactic features [max.=13]	9.67	1.57	27	9.36	1.36	11	9.48	1.75	23	NS
count of liaisons [max.=3]	1.96	0.90	27	2.00	0.89	11	2.22	0.85	23	NS
count of syncopes [max.=3]	2.41	0.84	27	2.27	0.79	11	2.13	0.97	23	NS
count of discursive features [max.=5]	3.52	0.89	27	3.09	0.70	11	3.13	0.69	23	NS
oral opinion measure [max.=4]	2.67	0.55	27	2.73	0.65	11	3.00	0.52	23	NS
Reading comprehension										
reading test total score [max.=19]	11.18	2.89	56	11.28	3.51	36	12.16	2.41	44	NS
Writing										
cloze [max.=34]	21.20	4.52	61	21.00	4.49	36	22.94	4.44	48	.075
written opinion measure [max.=4]	3.13	0.78	54	3.42	0.77	36	3.21	0.94	48	NS

Table 6: Test Scores by Course

	Immersion OAC[1]			Extended OAC[2]			Significance Level (two-tailed t-test)
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension							
listening test total score [max.=14]	9.93	2.31	148	10.08	2.31	87	NS
global semantic equivalence score (sentence repetition) [Max.=14]	12.47	1.76	60	9.94	3.09	32	.000
Speaking (sentence repetition)							
global exact score [max.=14]	4.20	2.62	60	2.94	2.78	32	.034
total count of scored features [max.=24]	16.92	3.67	60	14.16	4.76	32	.006
count of syntactic features [max.=13]	9.52	1.57	60	7.97	2.89	32	.007
count of liaisons [max.=3]	2.07	0.84	60	1.75	1.08	32	NS
count of syncopes [max.=3]	2.27	0.88	60	2.00	0.92	32	NS
count of discursive features [max.=5]	3.32	0.85	60	2.44	0.98	32	.000
oral opinion measure [max.=4]	2.80	0.58	60	2.75	0.67	32	NS
Reading comprehension							
reading test total score [max.=19]	11.65	2.97	139	11.22	3.41	88	NS
Writing							
cloze [max.=34]	22.18	4.51	151	20.74	5.64	95	.037
written opinion measure [max.=4]	3.26	0.84	144	3.07	0.88	94	NS

1. Two schools, 4 classes
2. Three schools, 6 classes

Table 7: Test Scores by Program Background

	Early Immersion[1]			Late Immersion[2]			Significance Level (two-tailed t-test)
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening comprehension							
listening test total score [max.=14]	9.84	2.23	141	10.27	2.10	73	NS
global semantic equivalence score (sentence repetition) [Max.=14]	12.43	1.75	61	9.83	3.24	23	.001
Speaking (sentence repetition)							
global exact score [max.=14]	4.18	2.62	61	2.91	2.75	23	.055
total count of scored features [max.=24]	16.93	3.65	61	13.52	5.01	23	.005
count of syntactic features [max.=13]	9.54	1.59	61	7.65	3.04	23	.009
count of liaisons [max.=3]	2.07	0.87	61	1.70	1.11	23	NS
count of syncopes [max.=3]	2.28	0.88	61	1.91	0.95	23	NS
count of discursive features [max.=5]	3.30	0.80	61	2.26	1.10	23	.000
oral opinion measure [max.=4]	2.80	0.57	61	2.83	0.72	23	NS
Reading comprehension							
reading test total score [max.=19]	11.52	2.94	136	11.38	3.54	73	NS
Writing							
cloze [max.=34]	21.72	4.54	145	21.25	5.29	79	NS
written opinion measure [max.=4]	3.23	0.84	138	3.10	0.92	78	NS

1. Defined as a program starting at or before grade 2, with a minimum of 7 years in elementary level immersion or equivalent.
2. Defined as a progam starting at grade 6 or 7, with a minimum of 2 years in elementary level immersion or equivalent.

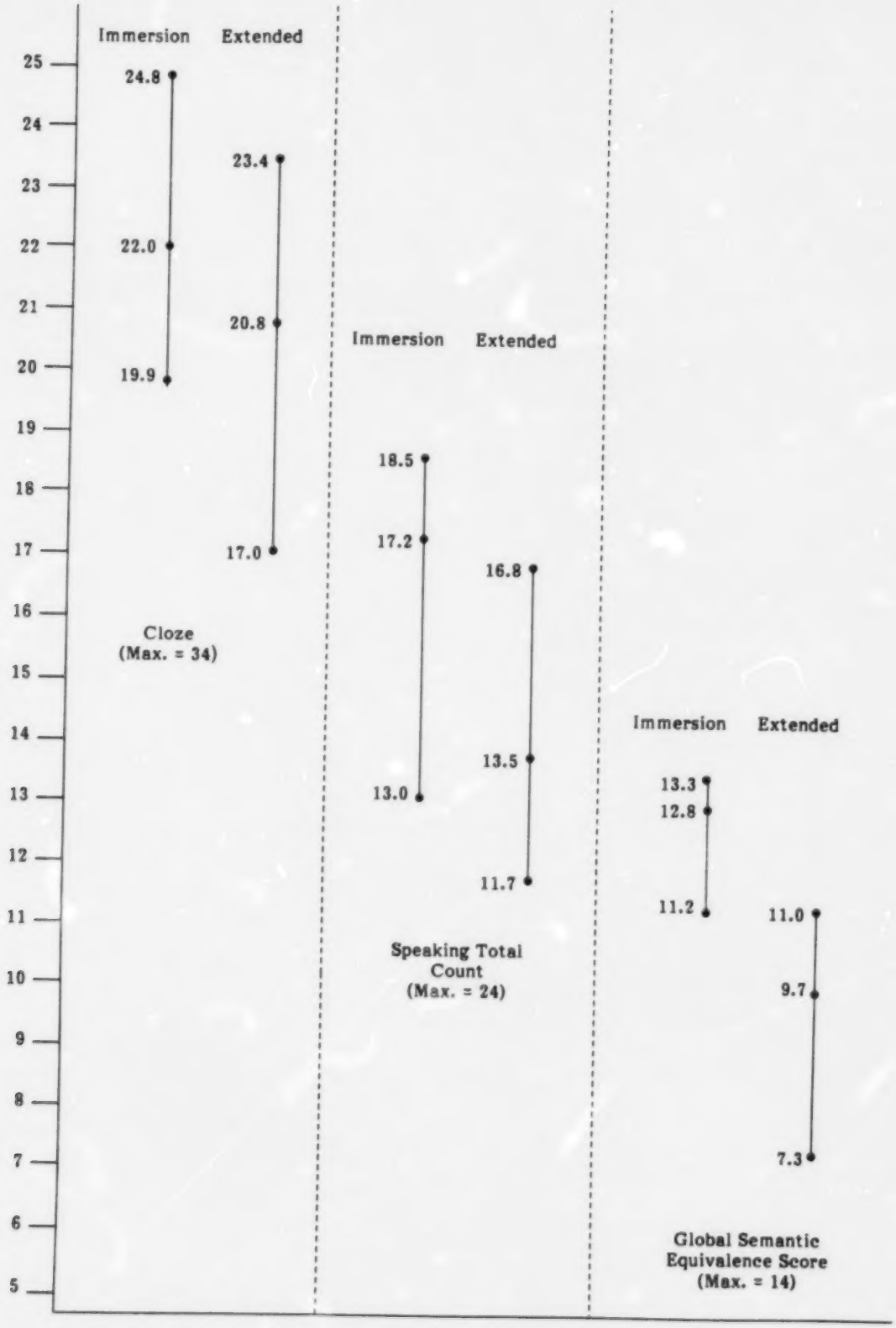

Figure 1: Highest, Median and Lowest Class Mean Scores for Selected Measures for Immersion and Extended OACs

Table 8: Comparison of Ontario Immersion Students and Quebec Francophones

	Ontario						Quebec						
	Early immersion [EI]			Late immersion [LI]			First year university [U]			CEGEP [C]			Significance Level (two-tailed t-test
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	
Listening test total score	9.84	2.23	141	10.27	2.10	73	11.37	2.11	81	10.73	1.70	30	EI<U*** EI<C* LI<U**
Reading test total score	11.52	2.94	136	11.38	3.54	73	14.40	2.98	81	12.07	3.10	30	EI<U*** LI<U***
Cloze	21.72	4.54	145	21.25	5.29	79	28.36	4.26	81	26.33	5.22	30	EI<U, C*** LI<U, C***

Legend: *<.05 **<.01 ***<.001

Table 9: Self Assessed Proficiency Relative to Same Aged Francophones[1]

					Continuing Bilingual				Late Immersion				Significan Level (two-tailed t
	X	SD	N	Median	$\bar{X}$	SD	N	Median	$\bar{X}$	SD	N	Median	
Listening ability	1.60	0.62	222	2.00	1.49	0.57	131	1.00	1.73	0.63	71	2.00	EI<LI**
Speaking ability	2.10	0.66	227	2.00	1.96	0.64	134	2.00	2.34	0.60	74	2.00	EI<LI***
Reading ability	1.68	0.63	220	2.00	1.60	0.64	132	2.00	1.84	0.61	70	2.00	EI<LI**
Writing ability	2.13	0.74	221	2.00	2.05	0.75	129	2.00	2.26	0.71	73	2.00	EI<LI*2

1. Scale: 1 'about the same', 2 'somewhat worse', 3 'much worse'.
2. Chi-square values are not significant at < .10 level.

Legend: *<.05 **<.01 ***<.001

Table 10: Self Assessed Proficiency Relative to Same Aged Francophones[1]

	Immersion OAC				Extended OAC				Significance Level (two-tailed t-test)
	$\bar{X}$	SD	N	Median	$\bar{X}$	SD	N	Median	
Listening ability	1.47	0.58	136	1.00	1.80	0.63	86	2.00	I<E***
Speaking ability	1.92	0.65	140	2.00	2.39	0.58	87	2.00	I<E***
Reading ability	1.55	0.64	136	1.00	1.88	0.57	84	2.00	I<E***
Writing ability	1.97	0.74	135	2.00	2.37	0.67	86	2.00	I<E***

Table 11: Self Assessed Ability to Conduct Real Life Activities in French Compared to English[1]

	$\bar{X}$	SD	N	Median	% 'as easy' as in English
Listening					
Watch and understand a TV program on endangered wildlife species	1.62	0.65	238	2.00	47.1
Speaking/listening					
Telephone a travel agent for ski trip information	1.78	0.61	236	2.00	31.8
Chat with strangers in a movie lineup	1.67	0.69	238	2.00	45.4
Have an interview for a summer job	2.05	0.75	238	2.00	23.1
Participate in a group discussion entirely in French in history class	1.46	0.59	238	1.00	58.8
Reading					
Read a newspaper article on famine in Third World countries	1.59	0.64	238	2.00	49.2
Writing					
Complete a university application form (with no English instructions)	1.64	0.71	237	2.00	48.9
Write a letter of complaint to a store	1.82	0.68	236	2.00	33.5
Write a 5-page essay on a topic you are familiar with	1.73	0.70	237	2.00	41.8
Listening/writing					
Take notes at a lecture or meeting	1.71	0.73	237	2.00	45.1

1. Scale: 1 'just as easy', 2 'a little more difficult', 3 'much more difficult', 4 'probably couldn't do it' (rarely used).

Table 12: Self Assessed Ability to Conduct Real Life Activities in French Compared to English

	Early Immersion				Late Immersion				Significant Differences (two-tailed t-test)
	$\bar{X}$	SD	N	Median	$\bar{X}$	SD	N	Median	
Listening									
Watch and understand a TV program on endangered wildlife species	1.56	0.63	141	1.00	1.79	0.68	77	2.00	I<E**1
Speaking/listening									
Telephone a travel agent for ski trip information	1.67	0.59	140	2.00	1.96	0.64	76	2.00	I<E***
Chat with strangers in a movie lineup	1.57	0.65	141	1.00	1.84	0.76	77	2.00	I<E**
Have an interview for a summer job	1.85	0.74	141	2.00	2.35	0.66	77	2.00	I<E***
Participate in a group discussion entirely in French in history class	1.36	0.53	141	1.00	1.61	0.65	77	2.00	I<E**
Reading									
Read a newspaper article on famine in Third World countries	1.44	0.55	141	1.00	1.86	0.72	77	2.00	I<E***
Writing									
Complete a university application form (with no English instructions)	1.55	0.66	141	1.00	1.82	0.78	76	2.00	I<E**
Write a letter of complaint to a store	1.72	0.66	140	2.00	2.03	0.67	77	2.00	I<E***
Write a 5-page essay on a topic you are familiar with	1.63	0.68	141	2.00	1.89	0.74	76	2.00	I<E**
Listening/writing									
Take notes at a lecture or meeting	1.64	0.71	141	2.00	1.91	0.77	76	2.00	I<E**

1. Chi-square value is significant at the $\leq .10$ level.

Table 13: Self Assessed Ability to Conduct Real Life Activities in French Compared to English

	Immersion OAC				Extended OAC				Significant Differences (two-tailedt-test)
	$\bar{X}$	SD	N	Median	$\bar{X}$	SD	N	Median	
Listening									
Watch and understand a TV program on endangered wildlife species	1.51	0.62	146	1.00	1.78	0.66	92	2.00	I<E**
Speaking/listening									
Telephone a travel agent for ski trip information	1.66	0.59	145	2.00	1.96	0.60	91	2.00	I<E***
Chat with strangers in a movie lineup	1.55	0.65	146	1.00	1.85	0.71	92	2.00	I<E***
Have an interview for a summer job	1.83	0.72	146	2.00	2.39	0.66	92	2.00	I<E***
Participate in a group discussion entirely in French in history class	1.36	0.53	146	1.00	1.59	0.65	92	2.00	I<E**
Reading									
Read a newspaper article on famine in Third World countries	1.42	0.55	146	1.00	1.86	0.68	92	2.00	I<E***
Writing									
Complete a university application form (with no English instructions)	1.51	0.65	146	1.00	1.85	0.76	91	2.00	I<E***
Write a letter of complaint to a store	1.70	0.66	145	2.00	2.00	0.67	91	2.00	I<E***
Write a 5-page essay on a topic you are familiar with	1.65	0.68	145	2.00	1.86	0.72	92	2.00	I<E*1
Listening/writing									
Take notes at a lecture or meeting	1.61	0.70	146	1.00	1.87	0.76	91	2.00	I<E**

1. Chi-square value is significant at the $\leq .10$ level.

Table 14 Use of French Outside the Classroom

	Within the: Past week %	Past month %	Past 6 months %	Past year %	Never %	N
Listening						
Watched a French TV program ouside of school work	39.9	31.1	15.1	9.7	4.2	237
Seen a movie in French (on TV or in a theatre) outside of school work	16.4	24.4	18.1	24.8	16.4	238
Speaking						
Talked with friends between classes or at lunch	28.7	14.8	12.2	17.3	27.0	237
Used French on the telephone	22.3	21.0	19.7	19.3	17.6	238
Had at least a casual conversation with someone whose first language is French	28.7	21.1	30.8	15.6	3.8	237
Talked in a situation where it was important to be careful how you presented yourself, for example, a job interview, meeting a friend's parents for the first time.	8.0	9.3	16.9	29.5	36.3	237
Reading						
Read a French newspaper outside of school work	9.7	18.6	22.5	22.5	26.7	236
Read a book in French outside of school work	11.8	14.8	12.7	23.6	37.1	237
Writing						
Written a friendly letter or a diary entry	14.8	16.9	17.7	24.5	26.2	237
Written an important letter, for example to apply for a job or to university	1.7	3.8	8.0	9.7	76.8	237

Table 15 Use of French Outside the Classroom by Board

	Sudbury		Nipissing		Toronto		
	Past Month %	Never %	Past Month %	Never %	Past Month %	Never %	Chi-square prob.
Listening							
Watched a French TV program outside of school work	76.2	0.0	58.5	9.4	73.8	4.1	.093
Seen a movie in French (on TV or in a theatre) outside of school work	34.9	14.3	35.8	24.5	45.9	13.9	NS
Speaking							
Talked with friends between classes or at lunch	44.4	23.8	39.6	35.8	44.6	24.8	NS
Used French on the telephone	50.8	11.1	41.5	22.6	40.2	18.9	NS
Had at least a casual conversation with someone whose first language isFrench	50.8	0.0	53.8	7.7	47.5	4.1	NS
Talked in a situation where it was important to be careful how you presented yourself, for example, a job interview, meeting a friend's parents for the first time.	11.1	19.0	20.8	50.9	19.0	38.8	.000
Reading							
Read a French newspaper outside of school work	35.5	19.4	9.4	41.5	33.1	24.0	.006
Read a book in French outside of school work	30.2	36.5	20.8	54.7	27.3	29.8	.067
Writing							
Written a friendly letter or a diary entry	22.2	23.8	56.6	18.9	25.6	30.6	.001
Written an important letter, for example to apply for a job or to university	1.6	73.0	3.8	83.0	8.3	76.0	NS
N	53		63		122		

Table 16A: Ideal and Expected Proportions of Courses to be Taken in French

	Ideal			Expected		
	All	Early immersion	Late immersion	All	Early immersion	Late immersion
	%	%	%	%	%	%
None	27	25	32	38	42	32
About a quarter	47	48	44	41	38	44
About half	18	19	18	18	14	22
About three quarters	4	3	7	1	2	0
All	<1	1	0	1	1	1
Not stated	3	5	0	2	3	1
N	217	126	73	217	126	73

Table 16B: Ideal and Expected Proportions of Courses to be Taken in French

	Ideal		Expected	
	Immersion OAC	Extended OAC	Immersion OAC	Extended OAC
	%	%	%	%
None	21	35	42	31
About a quarter	47	48	38	44
About half	22	13	14	23
About three quarters	5	4	2	0
All	1	0	1	1
Not stated	5	1	4	0
N	131	86	131	86

Table 17: Reasons Students Expect to Take Fewer Postsecondary Courses in French than They Ideally Want

	1st Reason %	2nd Reason %
Courses unavailable		
in general	23	5
in students major program	21	1.5
Unsure whether courses available	15	0
Would mean giving up other/better courses or programs	12	1.5
Would mean lower marks or more difficulty in learning	8	6
Other	8	1.5
Not stated	14	85
N	66	66

Table 18: Selected Courses to be Taken in French and to be Avoided in French

	Taken in French		Avoided in French	
	1st Choice %	2nd Choice %	1st Choice %	2nd Choice %
French studies	35	18	0	0
Humanities	19	10	6	6
Social science	10	9	5	6
Math and science	4	2	51	12
other	3	2	8	5
almost all	2	0	7	0
none	5	0	5	0
not stated	22	59	17	72
N	217	217	217	217

Table 19A: Preferred Kind of Student Mix in French Courses

	All	Early immersion	Late immersion
	%	%	%
Most students are francophones	9	7	11
Equal numbers of francophones and immersion graduates	37	33	44
Most students are immersion graduates	31	40	21
Don't know/not stated	24	21	25
N	217	126	73

Table 19B: Preferred Kind of Student Mix in French Courses

	Immersion OAC	Extended OAC
	%	%
Most students are francophones	11	6
Equal numbers of francophones and immersion graduates	35	40
Most students are immersion graduates	36	23
Don't know/not stated	18	31
N	131	86

Table 20 Orientations to Working in French

	Definitely or most likely or %	Possibly %	Definitely not or not likely %	N
Do you intend to get a job where you will use French?	41.2	46.2	12.6	238
Would you accept a job working totally in French?	34.9	30.7	34.4	238
Would you accept an interesting job in a locale where you would have to use French outside of work?	59.3	31.8	8.9	238

Table 21 Perceptions of Demands of Bilingual Postsecondary Education and Bilingual Workplace

How do you think the work required for university and community college courses in French compares to the work required for grade 12 courses in French?

	University %	Community college %
much harder than grade 12	27.7	6.7
somewhat harder	48.3	32.8
about the same	15.1	36.6
somewhat easier	0.8	8.4
much easier than grade 12	0.4	1.7
not stated	7.6	13.9

	Agree	Disagree	Can't say	N
At university or community college teachers will mostly ignore spelling and grammatical errors in an immersion student's paper, and concentrate on what the student is saying.	9.3	75.9	14.8	237
Employers will just be glad you can use French; they won't worry if you're not up to the standard of people whose first language is French.	38.4	47.7	13.9	237
If your job involves dealing with francophones, employers will expect you to speak French almost as if it were your first language.	69.9	18.2	11.9	236

The Ontario Institute for Studies in Education
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Finance Division

STATEMENT OF RESEARCH EXPENDITURE

GRANTOR:	Ministry of College and Universities
PRINCIPAL INVESTIGATOR:	S. Lapkin/ D.Hart
PERIOD COVERED:	August 1, 1988 - December 31, 1988
OISE GRANT TITLE:	French Immersion at the Secondary/ Post-Secondary Interface: Year II
OISE GRANT NUMBER:	4008 - 83
TOTAL GRANT:	$28,246.00

Research Officers Salary - Regular	$1,097.27
Employee Benefits	193.12
Vacation Benefits	109.73
Supplies	104.22
Printing	142.22
Travel	462.30
TOTAL EXPENDITURES	$2,108.86
TOTAL GRANT RECEIVED	$0.00
BALANCE	$2,108.86

CHIEF FINANCIAL OFFICER

Jan 9/89
DATE

MOP/

Projected Expenditures for the period
January 1, 1989 - July 31, 1989
M.C.U. #4008-83

Research Officer Salary - Regular	$ 16,592
General Support - Regular	2,777
Employee Benefits	3,587
Vacation Benefits	1,660
Supplies	657
Printing	606
Telephone & Telecommunications	220
Postage & Freight	38
Total Projected Expenditures	**$ 26,137**